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**CORE TO COLLEGE INITIATIVE  
COURSE PROFILE  
{CORE-ALIGNED} COMPOSITION AND RHETORIC**

## **How to Use this Document**

This document was developed to illustrate how might be redesigned to challenge first-year students who have mastered the knowledge and skills identified in the 11<sup>th</sup> and 12<sup>th</sup> grade Common Core State Standards-English/Language Arts (CCSS-ELA) in their high school work. The CCSS-ELA Writing standards are organized around four anchor standards: Text Types and Purpose, Production and Distribution of Writing, Research to Build and Present Knowledge, and Range of Writing. The content of this course profile was derived from mapping typical goals and objectives in a freshman composition class to the [11<sup>th</sup> and 12<sup>th</sup> grade CCSS-ELA Writing Standards](#). This mapping resulted in the following guiding principles regarding Composition and Rhetoric:

- 1) The first composition course begins the study of writing as a process, not only as a product, with a focus on synthesizing, abstracting, representing, and incorporating ideas from diverse points of view.
- 2) Composition and Rhetoric requires that writing involves analysis of audience, purpose, tone, social context, and genre in writing arguments to support claims.
- 3) Assignments are of sufficient complexity to require students to demonstrate mastery of writing processes pertaining to invention, research, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context. Central to these processes is the use of instructor-guided peer review.
- 4) Effective use of technology is evident in assignments.

With these principles in mind, this document outlines possible topics/assignments to fulfill the goals and objectives of the course. These were not developed as prescriptive devices, but with a view toward providing sample options for aligning writing courses with CCSS-ELA. The modules of instruction presented are arranged to facilitate development of depth in student learning outcomes over an entire semester. The wide range of suggestions for texts and assignments are based on recognized exemplary practices in teaching writing and are designed to supplement and extend current practices in Composition and Rhetoric.

## **Course Overview and Purpose**

This course is the first of a two-course sequence of required study in composition. The focus in this course is on expanding the student's ability to analyze and adapt to various rhetorical situations and patterns in order to meet the challenges of complex writing assignments in other coursework and beyond college. Through study of the principles and practice of effective reading and writing, students will demonstrate their ability to make sense of complex or conflicting ideas conveyed through a variety of media (print, visual, digital, audio), construct logical and persuasive arguments, and communicate those to others.

In constructing the suggested modules included in Appendix B, we specifically only utilized open-source texts as resources to ensure that the materials may be useful to all faculty, regardless of textbook choice.

## Prerequisites and Prior Knowledge

Prior to enrolling in this course, students must have

- demonstrated proficiency on CCSS-ELA standards through prescribed assessments or must have completed any prescribed developmental coursework;
- satisfied Tennessee's College Readiness benchmark via an approved college readiness assessment; and
- met the institution's requirements for placement into the course (e.g., ACT score, AP score, SAT score).

In addition, students need specific rhetorical and twenty-first-century skills, habits of mind, and experiences that are critical for student success. These build upon what students have experienced through the Common Core State Standards, and are best articulated in the "[Framework for Success in Postsecondary Writing](#)," a document that draws on current research in writing and writing pedagogy and is endorsed by the National Council of Teachers of English, Council of Writing Program Administrators, and the National Writing Project. Below is a brief description of the habits of mind and writing, reading, and critical analysis experiences detailed in the Framework.

"Habits of mind" refers to ways of approaching learning that are both intellectual and practical and that will support students' success in a variety of fields and disciplines. The Framework identifies eight habits of mind essential for success in college writing:

- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.

These habits of mind can be fostered through writing, reading, and critical-analysis experiences that develop students':

- Rhetorical knowledge – the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts;
- Critical thinking – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research;
- Writing processes – multiple strategies to approach and undertake writing and research;
- Knowledge of conventions – the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing; and
- Ability to compose in multiple environments – from traditional pen and paper to electronic technologies.

## Course Objectives

1. Drawing on a variety of texts, complete writing tasks that demonstrate an understanding of the rhetorical situations presented in those texts. Students will use critical thinking processes such as abstracting, representing, incorporating, and synthesizing ideas from diverse points of view.
2. Write arguments to support claims in an analysis of two or more texts on the same topic, synthesizing information learned in order to convey complex ideas and incorporating evidence into student's argument.
3. Develop the skill of constructive critique focusing on higher order concerns, including matters of design, during peer workshops.
4. Use technology to practice and develop writing processes pertaining to invention, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context (purpose, audience, persona, social context, and genre).
5. Compose viable research questions and conduct research required to answer them using library databases and other credible sources.
6. Use text-based evidence to support written analysis and arguments.
7. Reflect on the ways in which different writing tasks and elements of the writing process contribute to writing development.
8. Produce readable and engaging finished products that reflect appropriate academic textual conventions of presentation and are free from distracting errors.

## Course Outcomes

1. Compose three to five formal writing projects, at least two of which substantially and effectively synthesize and incorporate complex non-fiction texts produced by others.
2. Through a portfolio project or notebook of writing pieces, demonstrate a repertoire of writing strategies-from generating ideas, to planning, to drafting, to revising, to editing and proofreading.
3. Complete instructor-guided peer review to show understanding of student writing from different perspectives and through a critical lens.
4. Demonstrate mastery of technology by submitting essays and completing revisions online.

## Best Practices for Writing Instruction

### NCTE Beliefs about the Teaching of Writing

The methods used by an instructor in a writing course should reflect what current research tells us about how students can best be helped to improve their writing. To that end, a first-year college writing class should aim to include a variety of the following instructional practices:

- In-class writing time to apply lessons and practice writing techniques. Alternate teacher- and student-set goals for this time. Sometimes, the goal might be to develop a clear thesis. Another time, the goal might be to practice using a specific revision technique introduced by the teacher.
- Frequent small group tasks (discussing, drafting, responding, etc.)
- Whole class discussions of reading or writing concepts.
- Questioning students/Challenging them to support their claims.
- Workshop time for students to share drafts and give and receive constructive feedback on individual drafts, single assignments, and/or writing portfolios.
- Teaching specific revision strategies and offering time for guided revision (not just “go home and revise”).
- Teaching writing as an intellectual recursive process, including, and especially, strategies for invention, arrangement, and revision.
- Sequence assignments to build on students’ improving mastery of concepts and skills.
- Design assignments that require students to practice their rhetorical knowledge. That is, offer assignments that achieve a specific purpose, speak to a particular audience, and involve multiple modes (description and explication to support an argument, for example).
- Share evaluation criteria for each assignment with students when assignment is given and encourage them to use that information to self-assess as they write.
- Address grammar and style problems in the context of student writing. That is, research shows that students gain more control over grammar and mechanics in writing when they learn a rule and then apply it immediately.
- Build reflective writing into course.
- Provide prompt feedback to student drafts.
- One-on-one conferences with students to individualize instruction and build rapport and trust.

## Appendix A: Sample Syllabus

### CORE TO COLLEGE INITIATIVE SAMPLE COURSE SYLLABUS (CORE-ALIGNED) ENGL 1010

**Class Hours: 3.0**  
**Laboratory Hours: 0.0**

**Credit Hours: 3.0**  
**Revised: Fall, 2013**

#### **Catalog Description:**

This course is the first of a two course sequence of required study in composition. The focus in this course is on expanding the student's ability to analyze and adapt to various rhetorical situations and patterns in order to meet the challenges of complex writing assignments in other coursework and beyond college.

#### **Entry Level Standards:**

##### **Prerequisites:**

- Demonstrated proficiency on CCSS-ELA standards through prescribed assessments or must have completed any prescribed developmental coursework.
- Satisfy Tennessee's College Readiness benchmark via an approved college readiness assessment.
- Meet the institution's requirements for placement into the course.

#### **Textbook(s) and Other Course Materials:**

*<Insert textbook and materials here. Suggested texts and supplementary materials are included in Appendix B>*

#### **Textbook:**

*<Insert textbook here. Suggested texts are included in Appendix B.>*

#### **Technology Requirement:**

Access to and comfort with various technologies for locating and processing information.

#### **Course Description:**

This course is the first of a two course sequence of required study in composition. The focus in this course is on expanding the student's ability to analyze and adapt to various rhetorical situations and patterns in order to meet the challenges of complex writing assignments in other coursework and beyond college. Through study of the principles and practice of effective writing and reading in the service of writing, students will demonstrate their ability to make sense of complex or conflicting ideas conveyed through a variety of media (print, visual, digital, audio), construct logical and persuasive arguments, and communicate those to others.

## Course Objectives:

1. Drawing on a variety of texts, complete writing tasks that demonstrate an understanding of the rhetorical situations presented in those texts. Students will use critical thinking processes such as abstracting, representing, incorporating, and synthesizing ideas from diverse points of view.
2. Write arguments to support claims in an analysis of two or more texts on the same topic, synthesizing information learned in order to convey complex ideas and incorporating evidence into student's argument.
3. Develop the skill of constructive critique focusing on higher order concerns, including matters of design, during peer workshops.
4. Use technology to practice and develop writing processes pertaining to invention, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context (purpose, audience, persona, social context, and genre).
5. Compose viable research questions and conduct research required to answer them using library databases and other credible sources.
6. Use text-based evidence to support written analysis and arguments.
7. Reflect on the ways in which different writing tasks and elements of the writing process contribute to writing development.
8. Produce readable and engaging finished products that reflect appropriate academic textual conventions of presentation and are free from distracting errors.

## Course Outcomes:

1. Compose three to five formal writing projects, at least two of which substantially and effectively synthesize and incorporate complex non-fiction texts produced by others.
2. Through a portfolio project or notebook of writing pieces, demonstrate a repertoire of writing strategies-from generating ideas, to planning, to drafting, to revising, to editing and proofreading.
3. Complete instructor-guided peer review to show understanding of student writing from different perspectives and through a critical lens.
4. Demonstrate mastery of technology by submitting essays and completing revisions online.

## Course Sequence

- **Module I (Weeks 1-3) – Rhetoric and the rhetorical situation**
  - Week 1 – Modes of writing
  - Week 2 – Writing as a recursive process
  - Week 3 – Writing workshop
- **Module II (Weeks 4-5) – Rhetorical appeals**
  - Week 4 – Rhetorical analysis to address logos, ethos, pathos, and kairos
  - Week 5 – Writing workshop

- **Module III (Weeks 6-10) – Inquiry**
  - Week 6 – Composing and revising research questions
  - Week 7 – Locating and using sources effectively
  - Week 8 – Locate and evaluate sources
  - Week 9 – Locate and evaluate sources
  - Week 10 – Critically review, revise and replace sources
- **Module IV (Weeks 11-13) – Taking a position**
  - Week 11 – Qualifying claims and marshaling compelling evidence
  - Week 12 – Organizing and writing the researched position paper
  - Week 13 – Revising to tighten the argument
- **Module V (Weeks 14-15) – Showcase**
  - Week 14 – Reinforcing reflection and revision
  - Week 15 - Editing and presenting

## Evaluation

- **Formative/Summative Assessment**
  - The use of both formative and summative assessments is important in the context of this course. Suggestions are included in ENGL 1010 Course Profile.
- **Grading**
  - A = Texts fully meet all assignment requirements and offer appropriate responses to the original assignment. The main purpose is stated clearly (via a title or thesis statement) and strongly supported through credible evidence. Writing is clear, engaging, grammatically correct, and easy to read. Texts are appropriate for the audience and show originality in details, word choice, and approach to the assignment.
  - B = Texts meet assignment requirements and offer appropriate responses to the original assignment. The main purpose is stated clearly (via a title or thesis statement) and strongly supported with credible evidence. Writing is generally clear, engaging, grammatically correct, and easy to read, though there may be a few minor problems. The text shows an understanding of audience expectations.
  - C = Texts adequately meet assignment requirements and respond adequately to the original assignment. A thesis or main point is clear, but it may not be sufficiently focused or supported. Some problems with organization, style, tone, or mechanics are also present.
  - D = Texts show some evidence of attempting to meet assignment requirements but have many problems with organization, thesis support, word choice, style, or mechanics.
  - F = Texts fail to meet assignment requirements or have several major problems with tone, writing style, thesis support, organization, and mechanics.
- **Other Evaluation Methods**
  - As assigned by instructor
- **Grading Scale**
  - As assigned by instructor



## Appendix B: Suggested Modules and Assignments

The next few pages contain a series of suggested modules with example assignments that align with the Core-Aligned Composition and Rhetoric Course Objectives and Outcomes. The modules are formatted in tables to aid comprehension and synthesize all the components that should be considered in planning a rigorous, content-based course in Composition and Rhetoric.

The modules are designed in a sequence but can be modified and used at faculty discretion. However, essential to this course design is a focus on analyzing and synthesizing inter-disciplinary, non-fiction texts through rigorous writing assignments and critical thinking.

Each module includes information regarding estimated time required, suggested texts, alignment to course objectives and outcomes, a glossary of terms, and a week by week sequence of potential activities. Every activity is additionally categorized by the habit of mind (referenced in [Prerequisites and Prior Knowledge](#)) to which it most correlates:

- **Rhetorical knowledge** –the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts;
- **Critical thinking** – the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research;
- **Writing processes** – multiple strategies to approach and undertake writing and research;
- **Knowledge of conventions** – the formal and informal guidelines that define what is considered to be correct and appropriate, or incorrect and inappropriate, in a piece of writing.

## Module 1: What is Rhetoric and the Rhetorical Situation?

<b>Estimated Time Required:</b>	<ul style="list-style-type: none"> <li>• 3 Weeks</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• 1 – Drawing on a variety of texts, complete writing tasks that demonstrate an understanding of the rhetorical situations presented in those texts. Students will use critical thinking processes such as abstracting, representing, incorporating, and synthesizing ideas from diverse points of view.</li> <li>• 2 – Write arguments to support claims in an analysis of two or more texts on the same topic, synthesizing information learned in order to convey complex ideas and incorporating evidence into student's argument.</li> <li>• 6 – Use text-based evidence to support written analysis and arguments.</li> <li>• 7 – Reflect on the ways in which different writing tasks and elements of the writing process contribute to writing development.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• One formal writing project that demonstrates student understanding of the rhetorical situation, including the six elements of effective writing and modes as a means to achieve a purpose.</li> <li>• A written reflection that demonstrates awareness of the project objectives and outcomes and the writing process that helped them achieve the assignment's goals.</li> </ul>
<b>Learning Targets:</b>	<ul style="list-style-type: none"> <li>• Understand five elements of effective writing—purpose, audience, tone, social context, and genre.</li> <li>• Understand how forms of writing tie into how we determine effective communication.</li> <li>• Understand traditional writing modes as a means to an end.</li> <li>• Engage in a recursive writing process.</li> </ul>
<b>Suggested Texts:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Giles, “Reflective Writing and the Revision Process”</a></li> <li>• <a href="#">Hess, Amanda. “To Prevent Rape on College Campuses, Focus on the Rapists, Not the Victims.”</a></li> <li>• <a href="#">Purdue OWL, “Understanding Writing: The Rhetorical Situation” (Narrated Powerpoint)</a></li> <li>• <a href="#">Reid, Shelley, “Ten Ways to Think About Writing”</a></li> <li>• <a href="#">UT El Paso Writing Center Recursive Writing Process</a></li> <li>• <a href="#">Yoffe, Emily. “College Women: Stop Getting Drunk.”</a></li> <li>• <a href="#">Yoffe, Emily. “Emily Yoffe Responds to Her Critics.”</a></li> </ul>
<b>Suggested Assessment of Student Mastery of Concepts/Skills:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Analysis of text using the five elements of effective writing</a> (example assignment)</li> <li>• Literacy memoir</li> <li>• Letter to the editor</li> <li>• Brochure</li> <li>• Feature article</li> </ul>

**Suggested Learning Progression of Concepts/Skills:**

**Key:** (R=Rhetorical Knowledge, C=Critical Thinking, Writing, and Reading, P=Processes, W=Conventions of Writing; #=Learning Objective)

<b>Week 1</b>	<p><b>Engagement:</b></p> <ol style="list-style-type: none"><li>1. Opening Discussion: “Can “bad writing” be effective?” Use the discussion and samples of effective and ineffective writing in different genres/styles/tones/levels-of-correctness to introduce the five elements of effective writing. (R; 13.7) (30 minutes)</li></ol> <p><b>Modes in the Service of Effective Writing:</b></p> <ol style="list-style-type: none"><li>2. Mini-lecture/discussion to identify traditionally-taught modes: narration, description, exposition, compare/contrast, and persuasion. Outcome: students should understand that for many years, these modes have been taught as stand-alone purposes for writing. (R; 13.7) (10 minutes)</li><li>3. Writing activity to illustrate the problem with stand-alone modes: Assign groups of students to individually write one of the following: (1) a narrative paragraph with no description; (2) a compare/contrast paragraph with no exposition (explaining); (3) a persuasive paragraph with no exposition (explanation). Share and discuss paragraphs and process. (R; 13.7) (30 minutes)</li><li>4. Mini-lecture on these various modes as a <i>means to an end</i>. That “end” is the writing’s purpose, which is always an infinitive verb (i.e., to inquire or explore, to analyze or interpret, to take a stand, to evaluate or judge; to propose a solution; to seek common ground; to inform or explain; to express or reflect, etc. (R; 13.7) (5 minutes)</li><li>5. Read, annotate, and discuss model paragraphs from contemporary or older publications that incorporate several modes to achieve a larger purpose. (C; 13.1) (30 minutes)</li></ol> <p><b>Understanding Writing as a Rhetorical Practice:</b></p> <ol style="list-style-type: none"><li>6. Discuss using students’ annotations “Purdue OWL, “Understanding Writing: The Rhetorical Situation” (C; 13.1) (15 minutes)</li><li>7. Discuss using students’ annotations <a href="#">Reid, Shelley, “Ten Ways to Think About Writing.”</a> (C; 13.1) (30 minutes)</li></ol>
<b>Week 2</b>	<p><b>Understanding Writing as a Recursive Process that includes reflection and revision:</b></p> <ol style="list-style-type: none"><li>1. Discuss using students’ annotations <a href="#">UT El Paso Writing Center Recursive Writing Process</a> Discuss using students’ annotations Giles, “Reflective Writing and the Revision Process” (C; 13.1) (20 minutes)</li></ol> <p><b>Formal Writing Assignment:</b></p> <ol style="list-style-type: none"><li>2. Introduce first major writing assignment (for our purposes, an analysis of a text’s use of the five elements of effective writing). Read and discuss models of the genre(s) students will write. Focus on features that students will need to include in their piece. (R; 13.1) (30 minutes)</li><li>3. Based on students’ reading annotations, discuss how pieces of a <b>text set</b> address these five elements:<ol style="list-style-type: none"><li>a. Original piece: Yoffe, Emily. <a href="#">“College Women: Stop Getting Drunk.”</a> Salon.com. 15 Oct. 2013.</li><li>b. Response: Hess, Amanda. <a href="#">“To Prevent Rape on College Campuses, Focus on the Rapists, Not the Victims.”</a> Salon.com. 16 Oct. 2013.</li><li>c. Rebuttal from Original Writer: Yoffe, Emily. <a href="#">“Emily Yoffe Responds to Her Critics.”</a> Salon.com. 18 Oct. 2013. (C; R; 13.1; 13.2) (50 minutes)</li></ol></li><li>4. In-class (and) out of class pre-writing for major assignment. (P; 13.1; 13.6) (50 minutes)</li></ol>

<b>Week 3</b>	<b>Writing Workshop:</b> <ol style="list-style-type: none"> <li>1. First draft and reflective writer's statement workshopped by peers. (<i>P; 13.4; 13.3; 13.7</i>) (50 minutes)</li> <li>2. Revision work in and out of class. (<i>P; 13.4</i>) (100 minutes)</li> <li>3. Teacher draft with reflective writer's statement due at end of week. (Teacher will provide feedback to facilitate student revision. At teacher's discretion, students complete a final draft within a few days or for a final portfolio.) (<i>P; 13.4</i>) (0 minutes)</li> </ol>
<b>Glossary of Terms:</b>	<ul style="list-style-type: none"> <li>• Abstracting: turn a large piece of writing into a short, powerful summary</li> <li>• Annotation: a summary that also includes remarks about the credibility of the source.</li> <li>• <a href="#">Recursive writing</a>: a writing process that involves non-linear revising over time.</li> <li>• Rhetorical situation: context in which students will engage readers in a piece of writing. May include audience, purpose, and tone.</li> <li>• Social context: writing for an audience for a specific purpose.</li> <li>• Synthesize: draw conclusions based on two or more texts</li> </ul>

## Module 2: Rhetorical Appeals

<b>Estimated Time Required:</b>	<ul style="list-style-type: none"> <li>2 Weeks</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>1 – Drawing on a variety of texts, complete writing tasks that demonstrate an understanding of the rhetorical situations presented in those texts. Students will use critical thinking processes such as abstracting, representing, incorporating, and synthesizing ideas from diverse points of view.</li> <li>2 – Write arguments to support claims in an analysis of two or more texts on the same topic, synthesizing information learned in order to convey complex ideas and incorporating evidence into student's argument.</li> <li>3 – Develop the skill of constructive critique focusing on higher order concerns, including matters of design, during peer workshops.</li> <li>4 – Use technology to practice and develop writing processes pertaining to invention, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context (purpose, audience, persona, social context, and genre)</li> <li>6 – Use text-based evidence to support written analysis and arguments.</li> <li>7 – Reflect on the ways in which different writing tasks and elements of the writing process contribute to writing development.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>One formal rhetorical analysis of the five elements of effective writing AS WELL AS the writer's use of ethos, logos, pathos, and kairos.</li> <li>A written reflection on the project and process.</li> </ul>
<b>Learning Targets:</b>	<ul style="list-style-type: none"> <li>Understand and Critique a Text's use of Ethos, Logos, Pathos, and Kairos.</li> </ul>
<b>Suggested Texts:</b>	<ul style="list-style-type: none"> <li><a href="#">Carroll, "Backpacks Vs. Briefcases: Steps Toward Rhetorical Analysis"</a></li> <li><a href="#">Texas A&amp;M Writing Center, Introduction to Ethos, Pathos, Logos</a></li> <li><a href="#">WritingCommons.org, Kairos (definition and explanation)</a></li> </ul>
<b>Suggested Assessment of Student Mastery of Concepts/Skills:</b>	<ul style="list-style-type: none"> <li>Revise assignment from Module 1 to incorporate analysis of ethos, logos, pathos, and kairos</li> <li>Rhetorical analysis of a text (visual, print, digital, or mixed media)</li> <li>Letter to the Editor</li> </ul>

### Suggested Learning Progression of Concepts/Skills:

**Key:** (R=Rhetorical Knowledge, C=Critical Thinking, Writing, and Reading, P=Processes, W=Conventions of Writing; #=Learning Objective)

<b>Week 1</b>	<p><b>Discuss Readings Using Students' Annotations</b></p> <ol style="list-style-type: none"> <li><a href="#">Texas A&amp;M Writing Center, Introduction to Ethos, Pathos, Logos</a></li> <li><a href="#">WritingCommons.org, Kairos (definition and explanation)</a></li> <li><a href="#">Carroll, "Backpacks Vs. Briefcases: Steps Toward Rhetorical Analysis"</a> (C; 13.1) (50 minutes)</li> </ol> <p><b>Put Knowledge into Practice</b></p> <ol style="list-style-type: none"> <li>Using 2-3 teacher-selected texts, practice the process of rhetorical analysis specifically to address logos, ethos, pathos, and kairos. (C; R; 13.1; 13.2) (50 minutes)</li> </ol>
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	<b>Formal Writing Assignment</b> <ol style="list-style-type: none"> <li>Introduce assignment and the text(s) students will analyze (<i>R; 13.7</i>) (15 minutes)</li> <li>Group work to brainstorm textual elements to analyze. (<i>C; R; 13.1; 13.6</i>) (30 minutes)</li> <li>Plan basic structure of essay. (<i>P; 13.7</i>) (5 minutes)</li> </ol>
<b>Week 2</b>	<b>Writing Workshop:</b> <ol style="list-style-type: none"> <li>First draft and reflective writer's statement workshopped by peers. (<i>P; 13.4; 13.3; 13.7</i>) (50 minutes)</li> <li>Revision work in and out of class. (<i>P; 13.4</i>) (100 minutes)</li> <li>Teacher draft with reflective writer's statement due at end of week. (Teacher will provide feedback to facilitate student revision. At teacher's discretion, students complete a final draft within a few days or for a final portfolio.) (<i>P; 13.4</i>) (0 minutes)</li> </ol>
<b>Glossary of Terms:</b>	<ul style="list-style-type: none"> <li>Constructive critique: part of peer workshop where students provide effective commenting.</li> <li>Peer workshop: when students serve as readers to provide feedback in a specified and modeled way developed with the instructor. Must model effective commenting.</li> <li>Rhetorical appeals (ethos, pathos, logos, kairos) <ul style="list-style-type: none"> <li>ethos: credibility of writer</li> <li>pathos: emotion of writer</li> <li>logos: evidence provided by writer</li> <li>kairos: appropriate timing of writer</li> </ul> </li> </ul>

## Module 3: Inquiry

<b>Estimated Time Required:</b>	<ul style="list-style-type: none"> <li>• 5 Weeks</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• 1 – Drawing on a variety of texts, complete writing tasks that demonstrate an understanding of the rhetorical situations presented in those texts. Students will use critical thinking processes such as abstracting, representing, incorporating, and synthesizing ideas from diverse points of view.</li> <li>• 2 – Write arguments to support claims in an analysis of two or more texts on the same topic, synthesizing information learned in order to convey complex ideas and incorporating evidence into student's argument.</li> <li>• 3 – Develop the skill of constructive critique focusing on higher order concerns, including matters of design, during peer workshops.</li> <li>• 4 – Use technology to practice and develop writing processes pertaining to invention, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context (purpose, audience, persona, social context, and genre)</li> <li>• 5 – Compose viable research questions and conduct research required to answer them using library databases and other credible sources.</li> <li>• 6 – Use text-based evidence to support written analysis and arguments.</li> <li>• 7 – Reflect on the ways in which different writing tasks and elements of the writing process contribute to writing development.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• One research question that will be the basis of a formal research project.</li> <li>• A written evaluation of sources.</li> <li>• Notes that include paraphrase, summaries, and appropriately cited direct quotes.</li> </ul>
<b>Learning Targets:</b>	<ul style="list-style-type: none"> <li>• Compose research questions</li> <li>• Conduct research</li> <li>• Use library databases and other credible resources to address the research question</li> </ul>
<b>Suggested Texts:</b>	<ul style="list-style-type: none"> <li>• <a href="#">George Mason University Writing Center, “How to Write a Research Question”</a></li> <li>• <a href="#">Haller, “Walk, Talk, Cook, Eat: A Guide to Using Sources”</a></li> <li>• <a href="#">Purdue OWL (Online Writing Lab), MLA Formatting and Style Guide</a></li> <li>• <a href="#">UMASS Writing Program, “Developing Better Research Questions”</a></li> <li>• <a href="#">UT Chattanooga Library, Research Tutorial Videos</a></li> </ul>
<b>Suggested Assessment of Student Mastery of Concepts/Skills:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Annotated bibliography of 6-8 sources (example assignment)</a></li> <li>• Exploratory essay (explores the research question and incorporates ideas from outside sources)</li> </ul>

**Suggested Learning Progression of Concepts/Skills:**

**Key:** (R=Rhetorical Knowledge, C=Critical Thinking, Writing, and Reading, P=Processes, W=Conventions of Writing; #=Learning Objective)

<b>Week 1</b>	<p><b>Discuss Readings Using Students' Annotations:</b></p> <ol style="list-style-type: none"> <li><a href="#">George Mason University Writing Center, "How to Write a Research Question"</a></li> <li><a href="#">UMASS Writing Program, "Developing Better Research Questions"</a></li> <li>Instructor-selected thematic readings to give students some shared knowledge of a topic (optional) (C; 13.1) (50 minutes)</li> </ol> <p><b>Composing and Revising Research Questions</b></p> <ol style="list-style-type: none"> <li>Draft and peer review potential research questions. (P; 13.3; 13.5) (50 minutes)</li> </ol> <p><b>Formal Writing Assignment</b></p> <ol style="list-style-type: none"> <li>Introduce the Annotated Bibliography assignment and discuss samples. (R; W; 13.7) (50 minutes)</li> </ol>
<b>Week 2</b>	<p><b>Locating and Using Sources Effectively</b></p> <ol style="list-style-type: none"> <li>Students view video tutorials before class: <a href="#">UT Chattanooga Library, Research Tutorial Videos</a> (C; 13.5) (0 minutes)</li> <li>Campus-Specific Library Instruction (how to access databases, etc.) (C; 13.5) (50 minutes)</li> <li>Review citation formatting with <a href="#">UMASS Writing Program, "Developing Better Research Questions"</a> (W; 13.8) (20 minutes)</li> <li>Review evaluating sources with Haller, "Walk, Talk, Cook, Eat: A Guide to Using Sources". (C; 13.1) (50 minutes)</li> <li>Begin locating and evaluating sources in and out of class. (P; C; 13.1; 13.5) (30 minutes)</li> </ol>
<b>Week 3</b>	<p><b>Locate and Evaluate Sources</b></p> <ol style="list-style-type: none"> <li>Locate and evaluate sources in and out of class. (P; C; 13.1; 13.5) (120 minutes)</li> <li>Peer review at least 2 bibliography entries (citation AND annotation) (C; 13.3) (30 minutes)</li> </ol>
<b>Week 4</b>	<p><b>Locate and Integrate Sources</b></p> <ol style="list-style-type: none"> <li>Continue research. (P; C; 13.1; 13.5) (50 minutes)</li> <li>Peer review an additional 3 bibliography entries in class (citation AND annotation). (C; 13.3) (30 minutes)</li> </ol> <p><b>Writing Workshop</b></p> <ol style="list-style-type: none"> <li>First full draft and reflective writer's statement workshopped by peers. (C; 13.3) (40 minutes)</li> <li>Revision work in and out of class. (P; 13.6) (30 minutes)</li> </ol>
<b>Week 5</b>	<p><b>Critically Review, Revise, and Replace Sources</b></p> <ol style="list-style-type: none"> <li>Locate, evaluate, and annotate additional sources to replace less effective ones on earlier draft. (P; C; 13.1; 13.5) (100 minutes)</li> <li>Reflect on research process and the "big picture" the sources paint with regard to the research question. (P; 13.7) (50 minutes)</li> <li>Teacher draft with reflective writer's statement due at end of week. (Teacher will provide feedback to facilitate student revision. At teacher's discretion, students complete a final draft within a few days or for a final portfolio.) (P; 13.4) (0 minutes)</li> </ol>
<b>Glossary of Terms:</b>	<ul style="list-style-type: none"> <li>Annotated bibliography: summaries of each source, including citation and remarks about their credibility.</li> </ul>



## Module 4: Take a Position

<b>Estimated Time Required:</b>	<ul style="list-style-type: none"> <li>• 3 Weeks</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• 1 – Drawing on a variety of texts, complete writing tasks that demonstrate an understanding of the rhetorical situations presented in those texts. Students will use critical thinking processes such as abstracting, representing, incorporating, and synthesizing ideas from diverse points of view.</li> <li>• 2 – Write arguments to support claims in an analysis of two or more texts on the same topic, synthesizing information learned in order to convey complex ideas and incorporating evidence into student's argument.</li> <li>• 3 – Develop the skill of constructive critique focusing on higher order concerns, including matters of design, during peer workshops.</li> <li>• 4 – Use technology to practice and develop writing processes pertaining to invention, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context (purpose, audience, persona, social context, and genre)</li> <li>• 5 – Compose viable research questions and conduct research required to answer them using library databases and other credible sources.</li> <li>• 6 – Use text-based evidence to support written analysis and arguments.</li> <li>• 7 – Reflect on the ways in which different writing tasks and elements of the writing process contribute to writing development.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• A thesis-driven documented essay that takes and supports a position addressing the research question.</li> </ul>
<b>Learning Targets:</b>	<ul style="list-style-type: none"> <li>• Qualify one's claims to strengthen ethos.</li> <li>• Support one's argument with a variety of evidence</li> <li>• Avoid plagiarism by summarizing, paraphrasing, and quoting accurately</li> <li>• Understand and avoid fallacies</li> </ul>
<b>Suggested Texts:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Harvard College Writing Center, "Strategies for Essay Writing"</a></li> <li>• <a href="#">Indiana University Writing Center, "Using Evidence"</a></li> <li>• <a href="#">Stedman, "Annoying Ways People Use Sources"</a></li> <li>• <a href="#">"Thou Shalt Not Commit Logical Fallacies"</a></li> <li>• <a href="#">University of Idaho, "Qualifying Claims"</a></li> <li>• <a href="#">University of North Carolina Writing Center, "Qualifiers"</a></li> <li>• <a href="#">University of North Carolina Writing Center, "Evidence"</a></li> </ul>
<b>Suggested Assessment of Student Mastery of Concepts/Skills:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Researched Position Paper</a> (example assignment)</li> <li>• White paper</li> <li>• Detailed advocacy website</li> <li>• Proposal</li> </ul>

**Suggested Learning Progression of Concepts/Skills:**

**Key:** (R=Rhetorical Knowledge, C=Critical Thinking, Writing, and Reading, P=Processes, W=Conventions of Writing; #=Learning Objective)

<b>Week 1</b>	<b>Qualifying Claims:</b> <ol style="list-style-type: none"><li>1. Discuss using students' annotations <a href="#">University of Idaho, "Qualifying Claims" (C, 13.1) (20 minutes)</a></li><li>2. Formulate a workable thesis with sufficiently qualified claims. (P; 13.6) (30 minutes)</li></ol> <b>Marshaling Compelling Evidence</b> <ol style="list-style-type: none"><li>3. Discuss Stedman, "Annoying Ways People Use Sources" <a href="#">(C, 13.1) (50 minutes)</a></li><li>4. Discuss using students' annotations <a href="#">University of North Carolina Writing Center, "Evidence" (C, 13.1) (25 minutes)</a></li><li>5. <a href="#">Discuss</a> using students' annotations <a href="#">Indiana University Writing Center, "Using Evidence" (C, 13.1) (25 minutes)</a></li><li>6. Submit a 5-6 sentence paragraph that outlines your thesis and main supporting points for quick teacher feedback. (P; 13.6) (0 minutes)</li></ol>
<b>Week 2</b>	<b>Organizing and Writing the Researched Position Paper</b> <ol style="list-style-type: none"><li>1. Discuss using students' annotations "Strategies for Essay Writing" <a href="#">(C, 13.1) (20 minutes)</a></li><li>2. Discuss using students' annotations "Thou Shalt Not Commit Logical Fallacies" <a href="#">(C, 13.1) (30 minutes)</a></li><li>3. Mini peer review of informal essay outline, looking for text-based evidence and identifying potential fallacies. (P; 13.3) (30 minutes)</li><li>4. Peer review first draft and writer's statement. (P; 13.3) (70 minutes)</li></ol>
<b>Week 3</b>	<b>Revising to Tighten the Argument</b> <ol style="list-style-type: none"><li>1. Prepare revised draft and writer's statement for peer review. (P; 13.2; 13.3) (70 minutes)</li></ol> <b>Editing in Context</b> <ol style="list-style-type: none"><li>2. Mini-lessons on common sentence errors found during peer review. (C; 13.7) (30 minutes)</li><li>3. In-class revision and editing draft for teacher review. (P; 13.8) (50 minutes)</li></ol>
<b>Glossary of Terms:</b>	<ul style="list-style-type: none"><li>• Invention: discovering (via brainstorming, prewriting and others) the best way to persuade.</li><li>• Revision: The first in a series of three post-writing tasks, revision involves higher order concerns such as thesis, audience, purpose, organization and development.</li></ul>

## Module 5: Showcase

<b>Estimated Time Required:</b>	<ul style="list-style-type: none"> <li>2 Weeks</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>1 – Drawing on a variety of texts, complete writing tasks that demonstrate an understanding of the rhetorical situations presented in those texts. Students will use critical thinking processes such as abstracting, representing, incorporating, and synthesizing ideas from diverse points of view.</li> <li>2 – Write arguments to support claims in an analysis of two or more texts on the same topic, synthesizing information learned in order to convey complex ideas and incorporating evidence into student's argument.</li> <li>3 – Develop the skill of constructive critique focusing on higher order concerns, including matters of design, during peer workshops.</li> <li>4 – Use technology to practice and develop writing processes pertaining to invention, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context (purpose, audience, persona, social context, and genre)</li> <li>5 – Compose viable research questions and conduct research required to answer them using library databases and other credible sources.</li> <li>6 – Use text-based evidence to support written analysis and arguments.</li> <li>7 – Reflect on the ways in which different writing tasks and elements of the writing process contribute to writing development.</li> <li>8 – Produce readable and engaging finished products that reflect appropriate academic textual conventions of presentation and free from distracting errors.</li> </ul>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>A student selected, substantially transformed showpiece that reflects the student's growth over the course of the semester.</li> </ul>
<b>Learning Targets:</b>	<ul style="list-style-type: none"> <li>Deepen students' reflection and revision skills</li> </ul>
<b>Suggested Texts:</b>	<ul style="list-style-type: none"> <li><a href="#">Lunsford, "20 Most Common Errors"</a></li> </ul>
<b>Suggested Assessment of Student Mastery of Concepts/Skills:</b>	<ul style="list-style-type: none"> <li><a href="#">Showcase Portfolio (example assignment)</a></li> <li>Speech based on research project</li> <li>Revised and transformed project from modules 1-4 (addressing a different audience, taking a different side, changing the genre, etc.)</li> </ul>
<b>Suggested Learning Progression of Concepts/Skills:</b> <b>Key:</b> (R=Rhetorical Knowledge, C=Critical Thinking, Writing, and Reading, P=Processes, W=Conventions of Writing; #=Learning Objective)	
<b>Week 1</b>	<b>Reinforcing Reflection and Revision:</b> <ol style="list-style-type: none"> <li>Introduce options for this module—portfolio or re-mix—and examine samples. (For the purpose of this document, imagine a final portfolio assignment.) (R; 13.7) (50 minutes)</li> <li>Reflective Writing Exercises on students' writing processes and products. <i>Identify 2-3 passages from your revised drafts that demonstrate your growth as a writer this semester.</i></li> </ol>

	<p>(R; P; 13.7) (50 minutes)</p> <p>3. Small groups: Students share portfolios and help one another identify themes and patterns, shifts in style, and development across the semester. (R; P; 13.7) (50 minutes)</p>
<b>Week 2</b>	<p><b>Editing:</b></p> <ol style="list-style-type: none"> <li>Copy-editing work similar to that described here:  <a href="http://www.umass.edu/writingprogram/teaching/database/resourcecontents_copyedit.html">http://www.umass.edu/writingprogram/teaching/database/resourcecontents_copyedit.html</a>  1. (C; P; 13.8) (100 minutes)</li> <li>Prepare final reflective statement for portfolio. Activities might be similar to <a href="#">this</a>. (P; C; 13.7; 13.8) (50 minutes)</li> </ol>
<b>Glossary of Terms:</b>	<ul style="list-style-type: none"> <li>Higher order concerns: thesis, audience, purpose, organization and development.</li> </ul>

# Module 1 Example Assignment: Effective or Not?

**Purpose:** To evaluate the effectiveness of a magazine advertisement. You may write on the ad of your choice, but you must be able to provide a link or attachment when you post your analysis.

**Situation:** You work for an advertising agency, or the company that makes the product advertised, and you are evaluating the ad for your employer. You will need to present a clear thesis and develop it. You should discuss the audience, tone, message, and effectiveness of the ad, but not in a formulaic way. ONE clearly developed essay should be submitted, and you can be as creative as you want. Note: "This is a really, really good/bad advertisement" isn't an appropriate thesis statement.

**This essay should be 3-4 typed pages.**

\*Consider everything in the ad as a possible communicator: text, images, colors, location, people (their clothes, appearance, expressions, etc.), activity, etc.

**To accomplish this work:** Focus on the five elements of writing- purpose, audience, tone, social context, and genre. You will first need to determine the purpose of and audience for the piece, and make a judgment about whether they are a good "match." In other words, is this audience an appropriate one for this piece of writing? You will also consider how well the author uses tone and genre, and makes the best use of social context.

**Format:** Double-spaced, Times New Roman font or similar, 12 pt.

**Length:** 1000-1250 words (about 3-4 DS pages).

**Expectations:** A successful ad analysis will address or include the following features:

- **Your thesis.** What do *you* say about the degree to which the writing in your chosen opinion piece is effective? What do you think its purpose was? Who was the audience? Do you think the audience would have the reaction the author probably intended? Why or why not? Take all of these things into account when you compose your thesis.
- **Brief summary.** The primary goal of this essay is *analysis*. Therefore, you will need to provide enough summary that we will all be familiar with what is displayed in the advertisement, but your audience does not need more than a paragraph or so summarizing the ad because they will be able to see a copy of your ad that you will submit when submitting this analysis.
- **Detailed analysis of the ad.** This is the bulk of your analysis. Convey your thinking about the elements that make the piece more or less effective: purpose, audience, tone, genre, social context, and kairos. You do not have to address every element. Instead, focus on the rhetorical elements that work together to make *your* text effective or not, but be sure to **address at least 5 specific elements of effective writing**. By "5" I mean 5 different elements, not 5 instances of the same element (tone, for example). Your essay should thoroughly explain how each element you mention contributes to or detracts from the writing's effectiveness. Using subheaders throughout your analysis may be effective in not only helping you to organize your draft, but also to help your audience follow the pattern of the organization.
- **Specific supporting details.** You must back up your claims with specific examples from your ad.
- **A writer's statement to accompany each draft.** Use this space to reflect on your writing process. What are you trying to accomplish with this piece? What is going well so far? What is giving you trouble? What kinds of feedback would be most helpful to you at this point? For drafts after the first draft: How is this draft different from previous versions? How do you think the changes have improved the draft?

**Deadlines:** Establish separate deadlines for multiple drafts considering peer review, instructor feedback, and final revision.

## Module 2 Example Assignment: Rhetorical Analysis

This assignment is a continuation of the assignment that ended Module 1. For that assignment, you examined an advertisement to identify the five elements of effective writing at work in it: purpose, audience, tone, social context, and genre. For this assignment, consider the same advertisement, but extend your analysis to identify and evaluate the ways it appeals to **ethos**, **pathos**, **logos**, and **kairos**.

**Format:** Double-spaced, Times New Roman font or similar, 12 pt.

**Length:** 1000-1250 words (about 3-4 DS pages).

**Expectations:** This successful rhetorical analysis will address or include the following features:

- **Your thesis.** What do *you* say about how well the ad employs appeals to ethos, pathos, logos, and kairos? You may want to stress that the ad relies more heavily on one or two appeals, but be sure to address all four.
- **Brief summary.** The primary goal of this essay is *analysis*. Therefore, you will need to provide enough summary that we will all be familiar with what is displayed in the advertisement, but your audience does not need more than a paragraph or so summarizing the ad because they will be able to see a copy of your ad that you will submit when submitting this analysis.
- **Detailed analysis of the ad.** This is the bulk of your analysis. Convey your thinking about how well various rhetorical appeals are employed: ethos, pathos, logos, and kairos. Each of these four elements might not be a primary means of communication, but you still need to address all four appeals—even if you are claiming that the ad does a bad job of appealing to one of them.
- **Specific supporting details.** You must back up your claims with specific examples from your ad.
- **A writer's statement to accompany each draft.** Use this space to reflect on your writing process. What are you trying to accomplish with this piece? What is going well so far? What is giving you trouble? What kinds of feedback would be most helpful to you at this point? For drafts after the first draft: How is this draft different from previous versions? How do you think the changes have improved the draft?

**Deadlines:** Establish separate deadlines for multiple drafts considering peer review, instructor feedback, and final revision.

## Module 3 Example Assignment: Annotated Bibliography

Real research starts with questions, not “topics.” For this assignment, you will first brainstorm and then choose a research question related to [instructor determines themes/parameters]. Pose a question that you would really be interested in learning about and trying to answer. Then, write **an annotated bibliography of 8 sources** that can help you answer your research question. An annotated bibliography is simply a list of sources with annotations or detailed descriptions given with each source.

The goals of this assignment are for you to

- Understand the debates surrounding your research question
- Determine the major players (individuals or groups) involved with the issue
- Accurately summarize the positions of other writers
- Demonstrate your ability to evaluate the usefulness and credibility of potential research sources
- Practice and master correct MLA citation style

The sources you locate for this assignment will be the ones you draw on to write the next project, a researched position paper. In that piece, you will be making some kind of argument regarding your research question, so it is important to gather as much information about the issue as possible now.

**Sources:** Bibliographic entries should come from a variety of credible print and web sources: books, magazines, respected newspapers, academic journals, blogs, and web sites, legislation, etc. Your sources should be timely and credible ones that help you make your argument authoritatively. Sources older than a 2000 publication date could provide important historical context, but beware of using outdated sources. In addition, you must include the following:

- **At least five peer-reviewed academic sources**—more is better.
- Sources that discuss varying/opposing aspects of the research question.
- No sources from Points of View Reference or Wikipedia.
- No more than two sources from the same publication—to avoid bias.
- Keep copies of all sources and bring them to (or be able to access them in) class and conferences.

**Format:** Follow the format used by the sample annotated bibliography available on our Blackboard site.

**Title:** Your RESEARCH QUESTION followed by a colon (:) and the words “An Annotated Bibliography.”

**Annotations:** Each annotation should be 4-6 sentences long and include the following information, though not necessarily in individual sentences for each item.

1. Describe as specifically as you can what the source is about.
2. Specify the author’s thesis or main point.
3. Comment on the quality of the source and how it will contribute to addressing your research question, especially in relation to your other sources.

You may find that you also need to provide additional information, such as the following:

1. If not made completely clear by the citation, identify the type of source (newspaper article, position paper, book, blog entry, academic journal article, editorial, etc.).
2. Provide important context by identifying the writer (journalist, researcher, advocate, legislator, scholar, etc.).

3. If the source has an obvious bias, you need to explain it. Just because a source is “biased” doesn’t mean you can’t use it. Most sources have some bias; you simply have to acknowledge that it exists and comment on how that bias influences the information in the source.

Just as important, annotations **MUST BE written in your own words**. Do not copy an article’s abstract from a database and paste it into your bibliography; doing so is plagiarism. Also, do not use direct quotes in the annotations. And perhaps **most important**, annotations must be your original work and submitted for this class only. In other words, do not “recycle” research writing from another class for this assignment.

**Audience:** Instructor and classmates, reading as people who are interested in your research question but have limited knowledge of it.

**Deadlines:** Establish separate deadlines for multiple drafts considering peer review, instructor feedback, and final revision.

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## Module 4 Example Assignment: Researched Position Paper

Now that you have thoroughly researched your research question, as well as located and read solid, credible, relevant sources, it's time to attempt an answer. Using the sources you found for FA2 (the annotated bibliography), write a well-documented argument that reveals, supports, and proves your position on the issue. Your essay should also discuss some levels of opposition because a well-rounded, non-biased argument proves the main point as well as discusses opposition to the main point. The essay must have a clear and well-supported main point (thesis), draw from a variety of sources, and conclude with a Works Cited page. You are required to use at least six (6) sources in this paper; these sources should come from your annotated bibliography (3 of which must be academic sources). **This paper must be on the same topic that you chose for your annotated bibliography.**

Your paper should be made up of **your ideas** (topic sentences) supported by your sources' ideas. Make sure your ideas take center stage rather than being an understudy of the sources' ideas. The paragraphs should be a combination of both source material and your ideas; this is known as synthesizing. (See *BH* p. 514-15 for an example of a properly synthesized paragraph.) Remember, the reader will assume that the sentences are your ideas unless you cite something, so make sure you cite correctly and consistently to avoid confusion and to avoid committing plagiarism. Furthermore, in proving your argument, you should make use of appeals to logos (logical evidence), ethos (your credibility, as well as that of the other authors you employ), and pathos (emotional appeals). There should be considerably more logos than pathos and ethos.

You must

- have a clearly stated thesis.
- provide substantial and credible evidence for your claims.
- use a variety of types of evidence—examples, facts/stats, quotes, and personal experience, etc.
- appeal to your academic audience's needs and interests.
- establish yourself as a credible authority by supporting your claim with evidence (logical, emotional, and ethical evidence) chosen from a variety of sources.
- cite a minimum of six sources (3 of which must be academic).
- document your sources correctly and consistently.
- ensure that your paper is organized logically.
- construct properly organized paragraphs, whose topic sentences support your thesis.
- include an intriguing introduction.
- provide a strong conclusion that reiterates the main points of the paper.
- format as required.
- use proper grammar and mechanics.
- use MLA style.
- meet all page number and arrangement requirements as stated below.

**Audience:** Academic (your instructor and other academics)

**Speaker:** You, the academic

**Tone:** Academic

**Arrangement:** 6 to 8 double-spaced pages, 1" margins, MLA heading, Times New Roman 12-point font, Works Cited page, MLA style.

**Deadlines:** Establish separate deadlines for multiple drafts considering peer review, instructor feedback, and final revision.

## Module 5 Example Assignment: The Final Portfolio

The final portfolio gives you an opportunity to show how well you have demonstrated the course outcomes (on the syllabus). To accomplish this purpose, your portfolio must contain these **five** documents:

1. **Reflective Opening Statement.** This is the first piece I will read. It serves a purpose similar to that of the writer's statements you've been writing with each draft except that this single statement addresses ALL your portfolio papers and is the only reflective piece in the portfolio. No other writer's statements should be included. In this opening statement, explain what you believe is your most significant progress and growth as a writer in English 1010. Demonstrate your ethos as an effective academic writer by organizing your statement, writing clearly and correctly, and addressing the questions below. Your opening statement should be 2-3 double-spaced pages.
  - What changes do you see in yourself as a writer from the beginning of the semester until now? Pull some examples from your four Module Projects to support your statements. If relevant, also describe changes that don't necessarily show up on the pages of your final drafts. For example, have any of your writing or revision habits changed?
  - What is still difficult about writing that you need to continue working on after this class? Again, **\*\*pull some examples from your final projects to support your statements.\*\*** If relevant, also describe difficulties that don't necessarily show up on the pages of your final drafts. (For example, time management may be an issue that actually shows up in drafts—in the sense that you didn't revise as much as you'd hoped to—but it's difficult to pull one section from a final draft to demonstrate an issue with time management.)
  - End the statement by reflecting upon the portfolio evaluation criteria on the next page. Explain the grade that best fits your portfolio only (not the whole course grade) and how it meets those criteria.
2. **Final draft of Module 1/2 Project**
3. **Final draft of Module 3 Project**
4. **Final draft of Module 4 Project**

All portfolio drafts must be substantially revised to reflect your increased knowledge about writing and your improved writing skills. Although I do expect these pieces to be edited for spelling and grammar errors, making only those changes does not constitute full revision. Everyone needed to add some content to fully revise your pieces. NOTE: I am happy to **meet** with you by appointment to help you revise very particular issues (deciding how to cite a source, etc.) At this point in the semester, however, I am not able to give comprehensive feedback to any paper that you **email** or drop off.

**Format:** All final projects in your portfolio, including the opening statement, must be typed, double-spaced, titled, stapled, page-numbered, and have a four-line heading in the top left corner as follows:

Your Name

English 1010-[section]

Assignment # - Final Draft

Date

**Turning it in:** Save all your papers in order (Opening Statement, Mod1, Mod2, Mod3, Mod4) inside a digital file folder and submit electronically.

**Deadline:** [TBD by instructor]

**Evaluation Criteria:** The following are guidelines for grading your **writing portfolios**:

A = Texts fully meet all assignment requirements and offer appropriate responses to the original assignment. The main purpose is stated clearly (via a title or thesis statement) and strongly supported through credible evidence. Writing is clear, engaging, grammatically correct, and easy to read. Texts are appropriate for the audience and show originality in details, word choice, and approach to the assignment.

B = Texts meet assignment requirements and offer appropriate responses to the original assignment. The main purpose is stated clearly (via a title or thesis statement) and strongly supported with credible evidence. Writing is generally clear, engaging, grammatically correct, and easy to read, though there may be a few minor problems. The text shows an understanding of audience expectations.

C = Texts adequately meet assignment requirements and respond adequately to the original assignment. A thesis or main point is clear, but it may not be sufficiently focused or supported. Some problems with organization, style, tone, or mechanics are also present.

D = Texts show some evidence of attempting to meet assignment requirements but have many problems with organization, thesis support, word choice, style, or mechanics.

F = Texts fail to meet assignment requirements or have several major problems with tone, writing style, thesis support, organization, and mechanics.

## Appendix C: Crosswalk: CCSS and Composition and Rhetoric Objectives

Common Core State Standards 11-12	Notes	English 1010 Course Objectives
<b>Writing</b>		
11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	Text Types and Purposes	13.1 Drawing on a variety of texts, complete writing tasks that demonstrates an understanding of the rhetorical situations presented in those texts. Students will use critical thinking processes such as abstracting, representing, incorporating, and synthesizing ideas from diverse points of view.
11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.	Text Types and Purposes	
11-12.3 Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences.	Text Types and Purposes	
11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Production and Distribution of Writing	13.2 Write arguments to support claims in an analysis of two or more texts on the same topic, synthesizing information learned in order to convey complex ideas and incorporating evidence into student's argument.
11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Production and Distribution of Writing	13.3 Develop the skill of constructive critique focusing on higher order concerns, including matters of design, during peer workshops.
11-12.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Production and Distribution of Writing	13.4 Use technology to practice and develop writing processes pertaining to invention, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context (purpose, audience, persona, social context, and genre).
11-12.7 Conduct short as well as more sustained research projects to answer a question including a self-generated question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Research to Build and Present Knowledge	13.5 Compose viable research questions and conduct research required to answer them using library databases and other credible sources.
11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Research to Build and Present Knowledge	
11-12.9 Draw evidence from literary or informational texts to support analysis,	Research to Build and Present	13.6 Use text-based evidence to support written analysis and arguments.

reflection, and research.	Knowledge	
11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Range of Writing	13.7 Reflect on the ways in which different writing tasks and elements of the writing process contribute to writing development.
Language		
11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Conventions of Standard English	13.8 Produce readable and engaging finished products that reflect appropriate academic textual conventions of presentation and free from distracting errors.
11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Conventions of Standard English	
11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Knowledge of Language	
11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	Vocabulary Acquisition and Use	
11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Vocabulary Acquisition and Use	
11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Vocabulary Acquisition and Use	